

INSPECTION REPORT

**ST BERTELINE'S VOLUNTARY AIDED
CHURCH OF ENGLAND PRIMARY
SCHOOL**

Runcorn

LEA area: Halton

Unique reference number: 111383

Headteacher: Mr S I McDougall

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 27th – 29th May 2002

Inspection number: 195089

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior school
School category:	Voluntary Aided
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	The Reverend Stephen Artus
Date of previous inspection:	9 th June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a Church of England Voluntary Aided school that educates 294 pupils. It is situated within the diocese of Chester, serving the parish of Norton, a ward of Runcorn New Town. The percentage of pupils eligible for free school meals is below the national average (10%). The percentage of pupils identified with special educational needs including those with statements of special educational needs is below the national average (18%). No pupil is identified as needing support for English as an additional language. The attainment of the children starting school is broadly in line with the expectations for children of their age. The school is part of a recently formed Education Action Zone.

HOW GOOD THE SCHOOL IS

This is an exceptionally good school with outstanding qualities of care. The quality of leadership of the head teacher and the contribution made by all staff and the governing body is excellent and ensures that all pupils, regardless of their needs or ability, make very good progress as they move through the school. The quality of teaching is very good and at times excellent. By the end of Key Stage 2, pupils reach standards that are well above the national average in English, mathematics and science and achieve standards that exceed the national expectations for eleven-year-olds in all other subjects. The school provides excellent value for money.

What the school does well

- The head teacher provides outstanding leadership for the school. A very committed and effective deputy head teacher, teaching and support staff and governing body, very ably support him.
- High standards are attained in all subjects by pupils the end of Key Stage 2.
- The quality of teaching is very good across the school and this contributes to excellent behaviour, attitudes and levels of personal development amongst pupils.
- Excellent provision is made for pupils' spiritual, moral, social and cultural development.
- The curriculum is exciting, stimulating and relevant to the lives of pupils and successfully links the skills of literacy, numeracy and information and communication technology across the curriculum.
- The provision for pupils' welfare and personal and academic support is excellent.
- The school very successfully involves parents and the local community in the pupils' education.

What could be improved

- The school has no significant weaknesses

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997, and since then it has improved at a very good rate. Standards have improved significantly in English, mathematics and science at the end of Key Stage 2 and standards in information and communication technology are now much better. The quality of assessment has been improved and the information is now used to plan ways of promoting further improvement. The school is well placed to maintain its current exceptionally high standards in the future.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	B	A
mathematics	C	A	A	A
science	B	A*	A*	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils achieve very well by the end of Key Stage 2. The pupils' performance in the end of key stage National Curriculum tests for 2001 was in the highest 5% nationally in science. Standards were well above the national average in mathematics and above the national average in English. When the results are compared with schools in similar contexts, the standards attained were in the highest 5% in science, and well above average in both mathematics and English. Since the last inspection in 1997, the standards achieved in English, mathematics and science have risen considerably and at a rate that was above the improvement found nationally. The school sets realistic and achievable targets for the levels attained by pupils in English and mathematics. Inspection evidence supports the positive picture painted by the test results and shows that standards are well above the national average in English, mathematics and science. In all the other subjects pupils achieve standards that are above national expectations. The basic skills of literacy, numeracy and information and communication technology are well developed, and enhance pupils' learning across the school. The standards achieved in art and design, music and physical education are particularly high. There is no statistically significant difference between the results of boys and girls in Key Stage 2.

The results at the end of Key Stage 1 in the 2001 National Curriculum test results have been disappointing in recent years and have been lower than the average for similar schools. In 2001 they were in line with the national average in reading and mathematics and were below the national average in writing and science. In comparison with similar schools, standards in reading were below the average in both reading and writing and close to the average in mathematics. Inspection evidence indicates that standards at the end of Key Stage 1 have improved considerably recently. This is a result of the school giving closer attention to challenging higher attaining pupils as well as focusing more upon the different needs of pupils in Years 1 and 2. Standards in reading, writing and mathematics are currently well above the national average and in science standards are above the national average. In all the other subjects pupils achieve standards that are above national expectations. There is no statistically significant difference between the attainment of boys and girls in Key Stage 1.

Pupils make very good progress across the school. This is because of the very good teaching and outstanding provision for spiritual, moral, social and cultural development that promotes excellent attitudes, behaviour and levels of independence amongst pupils. Pupils work hard and achieve high standards. The progress of pupils with special educational needs is also very good.

When children start school, they achieve standards that are close to the expectations for their age. Children make very good progress in the Reception class and many pupils exceed

the targets of the early learning goals before they start Year 1 in their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative and physical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. All pupils show a keen interest in school life and are highly motivated in lessons. Their levels of enthusiasm for lessons are exceptional and pupils have very high levels of concentration. Pupils have a thirst for learning.
Behaviour, in and out of classrooms	Excellent. Pupils are courteous, trustworthy and show high levels of respect for the views and feelings of others. There have been no exclusions in recent years.
Personal development and relationships	Excellent. Pupils form exceptionally caring relationships with each other and with adults. Pupils have very good levels of initiative and capably take responsibility for their learning.
Attendance	Very good. The levels of attendance are well above the national average and the levels of unauthorised absence are below the national average. Pupils' levels of punctuality are excellent.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching throughout the school is very good with some excellent features. Teachers work exceptionally hard to successfully build up each element of the pupils' personal and academic development and to raise pupils' self esteem. Throughout the school, teachers ensure that all pupils, regardless of ability or need, are fully included in all aspects of learning. The quality of teaching is of a consistently very good standard in the Reception class. In Key Stages 1 and 2, English and mathematics are taught very well as are the basic skills of literacy and numeracy and information and communication technology. Teachers have a particular talent for teaching creative subjects, such as art and design and music. They work very hard to successfully create extremely bright and lively displays in classrooms and around the school that celebrate pupils' work and inspire and enthuse pupils to learn.

A very positive feature of teaching is the way that teachers all work together as a very close team to plan exciting lessons that are challenging and relevant to the lives of the pupils. Lessons have very clear expectations and these are shared with pupils at the beginning of lessons so that pupils know what is expected of them. Teachers have a very good knowledge of all subjects. English and literacy and mathematics and numeracy are taught very well and by very skilful planning, teachers ensure that the basic skills of literacy, numeracy and information and communication technology are effectively taught across the curriculum. Resources are used exceptionally well to bring learning alive and to add interest and relevance to lessons. Teachers make excellent use of questions to promote discussions amongst pupils and to enable pupils to speculate and express opinions. The high quality of teaching and the excellent relationships between pupils and teaching and non-teaching staff ensure that pupils' behaviour is very well managed. The quality of marking varies between

classes but is generally of good quality. Teachers communicate very well with pupils about how they might improve their work and individual targets are provided to show pupils how they could do even better. Very good use is made of homework across the school to reinforce and extend learning. The quality of teaching for pupils with special educational needs is very good and higher attaining pupils are provided with challenging work that promotes very good progress.

The quality of teaching in the Foundation Stage is very good. Very high expectations are made for children to think for themselves and to learn to take responsibility for their own learning. A wide range of exciting and stimulating activities is provided to develop children's early skills of reading, writing and mathematics as well as their knowledge and understanding of the world and their physical and creative development. The children's personal, social and emotional development is very well promoted by all that teachers and support staff do. A particularly strong feature of teaching in the Reception classes is the high level of creativity that is promoted amongst the children. There are excellent relationships between class teachers and support staff and also the parent helpers, and together they work as a very effective team to provide children in the Reception classes with a high quality of education.

Throughout the school pupils learn at a very good rate and steadily develop new ideas, deepen their knowledge and understanding and increase their understanding of all subjects as they move through the school. All pupils, including those with special educational needs and higher attainers, work very hard and concentrate well in lessons and produce work that is of a very high standard. Pupils take enormous pride in producing work that is very neat and well presented. Pupils think independently and can take responsibility for their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The curriculum is very well planned to meet the needs of all pupils and to inspire and motivate pupils. Very good quality provision is made to develop the skills of literacy, numeracy and information and communication technology and to develop the pupils' ability to take responsibility for their learning. The provision is very good for developing the pupils' personal, social and health education and citizenship. Excellent use is made of residential visits, links with the local community and of visitors to school to enrich the pupils' education.
Provision for pupils with special educational needs	Very good. Individual education plans are provided for each pupil with special educational needs and pupils are very effectively supported. Good links exist with outside agencies to provide pupils with the best possible support and guidance.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school provides an uplifting and spiritually inspiring education for all pupils. The way the school provides for pupils' social and moral development is exceptionally good and the way pupils' awareness of their own culture and that of others is developed is quite remarkable.
How well the school cares for its pupils	Excellent. The quality of care and support provided by all staff, both teaching and non-teaching is tremendous. The individuality of every pupil is understood, and the best possible support and guidance is provided. Information from assessing pupils' personal and academic performance is effectively used to inform planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Excellent. The head teacher is an inspirational, energetic and extremely caring leader who generates the utmost respect of everyone associated with the school. He provides the school with a very clear educational direction and vision. The senior management team and governing body very effectively support the head teacher.
How well the governors fulfil their responsibilities	Very well. The governing body is well informed and successfully performs the role of a critical friend to the school. The quality of financial management is very good. All statutory requirements are met.
The school's evaluation of its performance	Excellent. The head teacher, staff and governors have very good procedures for checking on how well the school is doing. Effective steps are taken to improve weaknesses where judged necessary, for example, in improving the National Curriculum test results at the end of Key Stage 1. Very good procedures are in place to ensure that the school gives the best possible value for money.
The strategic use of resources	Excellent. Every available resource, staffing, learning materials and accommodation are used very effectively to enhance the pupils' education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The progress and standards achieved by their children. • The caring atmosphere of the school and the behaviour and attitudes promoted. • The quality of teaching and of the leadership of the head teacher. • The quality of information provided and the approachability of staff. • The way the school encourages pupils to grow up and take responsibility. • The quality and quantity of homework and the range of extra-curricular activities. 	<ul style="list-style-type: none"> • No significant issues were mentioned.

The inspection evidence supports each of the positive statements made by parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The head teacher provides outstanding leadership for the school. He is very ably supported by a very committed and effective staff and governing body.

1. The head teacher is an exceptional leader who is held in the highest regard by staff, pupils, parents and governors. He has successfully created a school community in which everyone feels valued and cared for and pupils achieve not only high standards academically but also in the important area of their personal development. The head teacher gives the school a clear educational direction and has built a very strong team spirit and generated very high levels of commitment amongst all staff. The provision of a fully inclusive education is paramount in all that the head teacher and his staff do. There is total commitment to including all pupils in all aspects of school life and this results in pupils developing excellent attitudes and behaviour. The level of integration of pupils with special educational needs is very good.
2. The head teacher leads at all times by example. By teaching regularly, the head teacher knows each pupil very well and is able to identify the strengths and weaknesses of the school and of his staff. Teachers respond to the excellent leadership by establishing very high expectations and making open, honest and accurate evaluations of their own teaching in order to improve what they do. A very energetic and capable deputy head teacher supports the head teacher very well. She strengthens the day-to-day organisational structures of the school. Other key staff share the management of the school by managing their different curriculum areas and constantly checking on how well pupils are being taught and the progress and attainment achieved. The co-ordinators for special educational needs and for the Foundation Stage are very effective in ensuring that these groups of pupils receive a high standard of education that matches their specific needs.
3. The governing body plays a central role in the management of the school and is very effective. Governors are knowledgeable and well informed about the life and work of the school and have a very effective relationship with the head teacher and staff. The governors' role of being a 'critical friend' is very well developed and ensures that the head teacher and staff are kept on their toes so that the school continues to progress. This is demonstrated by the way in which the governors have questioned the fact that the end of key stage National Curriculum test results for Key Stage 1 have been much lower than those at the end of Key Stage 2. This enquiry has prompted changes in the way in which pupils in Year 2 are prepared for the end of key stage National Curriculum test results and results are now improving. Individual governors have responsibilities for different aspects of the school. The effective range of committees ensures that the governing body can fulfil all statutory duties. The school development plan and the regular review of targets are used well to guide the school's development and to assist the governors in managing change.
4. The school makes good use of all available finances to maintain high levels of educational provision and to fund new initiatives. For example, the funds received to improve the provision for information communication technology have been sensibly spent so that staff are better trained and pupils are achieving better standards than before. Extra support has been given to pupils in lessons by increasing the number of classroom assistants and this has contributed to improved standards in recent years. Currently the school is holding a surplus that is slightly higher than average but there are firm plans for spending this in improving the very cramped hall facilities. The school

is part of an Education Action Zone. It is very recently formed and has not yet influenced the quality of the school's provision.

5. Since the last inspection, the head teacher has ensured that the school has improved at a very good rate by responding positively to the key issues for action of the last report as well as to the host of national initiatives. Since the last inspection in June 1997, the standards achieved by pupils in information communication technology have improved. The range of resources is now much better and the knowledge and understanding of teaching and support staff are much stronger. Standards are now much more closely monitored. The information gained is used to alter both how some subjects are taught and what is taught so that the best possible quality of education is provided. An example of these adaptations is the way that the national strategies for literacy and numeracy have been very successfully integrated into the school and all subject schemes have been revised in accordance with Curriculum 2000. Individual target setting with pupils has been established and more detailed tracking of the progress of year groups has been introduced supported by the use of optional National Curriculum tests.

High standards are attained in all subjects by pupils at the end of Key Stage 2

6. Inspection evidence indicates that standards at the end of Key Stage 2 are well above the national average in English, mathematics and science. Pupils demonstrate unusually well developed skills in applying their very good knowledge and understanding of literacy, numeracy and information and communication technology to support their learning across the curriculum. In Key Stage 1, the progress of pupils has improved significantly recently as a result of a concerted effort to improve the Key Stage 1 end of key stage National Curriculum test results. Inspection evidence shows that pupils achieve very well, and at levels that are well above the national expectations for their age in reading, writing and mathematics, and above the national expectations in science. The good start to the children's education gained in the Reception Year is successfully built on as pupils move through the school.
7. Pupils make very good progress across the school. This is because of the very good teaching and outstanding provision for spiritual, moral, social and cultural development that promotes excellent attitudes, behaviour and levels of independence amongst pupils. This enables pupils to work hard and achieve high standards. The progress of pupils with special educational needs is also very good. Throughout the school the performance of girls is similar to that of boys.
8. The pupils' performance in the end of Key Stage 2 in the National Curriculum tests for 2001 was in the highest 5% nationally in science, well above the national average in mathematics and above the national average in English. When the results are compared with schools in similar contexts, the standards attained were in the highest 5% in science, and well above average in both mathematics and English. Since the last inspection in 1997, the standards achieved in English, mathematics and science have risen considerably and at a rate that was above the improvement found nationally. The school sets realistic targets for the levels attained by pupils in English and mathematics that are achievable.
9. By the end of Key Stage 1, pupils have developed very good standards in reading and writing and they are articulate and confident speakers and very good listeners. The quality of written work in pupils' books and folders is of a very high standard with the majority of pupils using a well-developed and mature style of linked script. The good

attention of staff to improving the teaching of alphabetical sounds each day and of spelling patterns and high frequency words results in very good standards being achieved by pupils. Pupils have benefited from the introduction of writing frames and an increased emphasis upon non-fiction writing. Pupils are enthused to write because teachers value what the pupils do. This is demonstrated by the way teachers often use hand-made books to present pupils' work. Some higher attaining pupils in Year 2 are starting to make good use of paragraphs to demarcate sections of their writing and this is very unusual amongst pupils of this age. The range of writing is very good with pupils producing good quality fiction and non-fiction work. A lot of thought goes into whatever they do and pupils are often confident enough to use humour as well, for example, as part of a letter writing exercise "Dear Humpty Dumpty" one pupil noted that Humpty was very silly because he had not worn a helmet!

10. The good work in English in Key Stage 1 is successfully built on in Key Stage 2. Pupils respond to very high expectations for them to write on their own, applying high standards of writing and grammar. In Years 3 and 4, pupils develop a very good knowledge and understanding of how to use books for research purposes and continue to extend their skills of writing. Very often, writing is successfully combined with other subjects. For example, as a result of a local history topic, pupils wrote letters to state their opinions about the impact of industrial growth upon the local environment and the social and economic conditions of people in the 1850s. By the end of Year 6, pupils are writing very well for their age. Throughout the school, writing is used to support learning in many subjects. This includes using instructional writing about how to make a model aeroplane as part of design and technology, presenting the pupils' feelings about life in World War II and describing events in the news, such as the September 11th atrocity. Pupils use very good descriptive words to create feelings and emotions, for example, "The velvet sky was draped over the grey city like a dark cloak" immediately conjured up a brooding atmosphere right at the beginning of a piece of writing entitled, "Fear Alley". Many pupils built up some excellent descriptions and created a sense of suspense especially at the beginning and the end of their work. Pupils develop a very good knowledge and understanding of poetry through work on appreciating popular similes and rhymes and an anthology of poems. The work of Shakespeare has been studied in Year 6 through considering the main events of the Midsummer's Night Dream, thereby developing an appreciation of the style of a playwright.
11. In mathematics, pupils make very good progress as they move through the school. Older Key Stage 1 pupils respond well to the positive challenging work that is provided by teachers. Because the work is adapted to match the needs of all pupils, everyone, including those with special educational needs and higher attaining pupils, make very good progress. By the end of Key Stage 1, most pupils have developed a very good knowledge and understanding of number. They understand place value up to 1000 and can order large six-figure numbers. The pupils' skills of adding and subtracting numbers up to 100 is very good and most pupils have a good knowledge and understanding for their age of multiplication and division based on the 2, 3, 4, 5 and 10 times tables. Pupils' skills of estimating and measuring distance are well developed and involve the use of metres and centimetres. Pupils have developed good problem solving skills and can apply their skills well to all curriculum areas, for example, measurement in science and design and technology.
12. A broad and balanced curriculum in Key Stage 2 coupled with very good teaching in mathematics ensures that pupils continue to make very good progress. By the time the pupils have completed Year 6, the vast majority are very competent in applying their very good knowledge and understanding of number. Pupils have a very good knowledge and understanding of all areas of mathematics and they apply this to solve

problems involving probability and chance and when using algebraic symbols and estimating volume, shape and length. Pupils measure accurately in millimetres and centimetres.

13. Standards in science are well above the national average at the end of Key Stage 2 and above average at the end of Key Stage 1. In Years 1 and 2, pupils develop a good knowledge and understanding across all aspects of the science curriculum. Pupils learn about science through exploring a variety of practical activities. As part of investigations into the way vehicles move, pupils in Year 2 showed a secure knowledge and understanding of the importance of fair testing and the importance of gathering data and information to find out the accuracy of their predictions. Throughout Key Stage 2, pupils improve their knowledge and understanding of science and their practical, investigational skills. The very good emphasis upon linking science to real life successfully adds interest and meaning to science work, and this inspires pupils to learn well. An example of the way learning is made relevant was observed in Year 5 where pupils were learning about the way some changes are permanent whilst others can be reversible. Some pupils learned about the chemical reaction that takes place when a cake is cooked. This was very cleverly done by letting the pupils observe a sponge cake mix rise in a microwave and then investigating the product for the tell-tale carbon-dioxide generated bubbles in the sponge. By the end of Key Stage 2, pupils' knowledge and understanding of how to take responsibility for planning, performing and recording scientific investigations exceeds the expectations for their age.
14. Pupils attain standards in information and communication technology that are above the national expectations for their age and make very good use of their skills to support learning in all subjects. By the end of Year 6, many pupils have a very good knowledge and understanding of how to create a website and use imported images and pictures to enhance the site. As part of a class project about fashion, pupils competently accessed the internet to seek and import icons of fashion, for example, Britney Spears and Kylie Minogue. Further good use of data programmes is made to support mathematics and the presentation of data. In Year 5, some excellent use is made of a computer control package to define the movement of a construction kit vehicle. Further use is made of the computer to enhance and magnify images gathered through a computer-generated microscope as part of science. The design skills of pupils in Years 3 and 4 are enhanced considerably by using the computer to make very impressive computer driven slide show presentations advertising local places of educational interest, for example, Chester Zoo and the Blue Planet Aquarium. In Year 3, some pupils were so concerned about the way that a local swimming pool was threatened with closure that they found the E-mail address of the senior local authority manager. As part of developing their knowledge and understanding of persuasive text in literacy, the pupils composed and sent their own, very well argued, E-mail letters to argue against the closure. In Key Stage 1, pupils develop good skills of using the mouse to support many aspects of their learning, for example, by composing designs in the style of Picasso and also in improving their knowledge and understanding of science through working through a science program connected with forces. All pupils develop confidence and knowledge of using the computer to write, edit and save a variety of written texts. Pupils develop good skills of programming the movements of a programmable toy.
15. Pupils achieve standards that are above the national expectations for their age in all other subjects. There is a particular strength in the creative and performing arts elements of the curriculum. The school is bursting with artwork of the highest standard. Pupils are immersed in a wide range of art and design activities that develop their knowledge and understanding of both two-dimensional and three-dimensional work. Pupils have been involved in using glazes and the school kiln to create some

exceptionally good designs and finished products of vases. Good use has been made by pupils of colour glazing to create some pressed, baked clay fish. The work of the renowned artist Clarice Cliff has been studied and appreciated and pupils have recreated some plates in her style. Some outstanding ceramic models of plants created by pupils in Year 6 demonstrate the high levels of skills of using clay achieved by both boys and girls by the end of Key Stage 2. As part of work associated with Africa, pupils in Years 3 and 4 used a variety of materials to design and make some exceptionally authentic looking African masks out of papier mâché, raffia and straw.

16. The ideas of staff in art and design are very creative. For example, pupils in Year 6 have made very good use of a combination of information and communication technology and printing to create some excellent artwork associated with their residential visit to Menai. Digital camera images of events at Menai have been printed on fabric and then enhanced with the use of fabric dyes to create some outstanding illuminated images that make good use of natural light sources. Throughout the school, pupils develop a very good knowledge and understanding of techniques for using a wide range of materials. From the earliest stages of their education, pupils develop confidence in using pencils, crayons and pastels to produce some very high quality sketches and designs. Teachers make good use of renowned artists to broaden the pupils' horizons, for example, the work of Henri Matisse, Pablo Picasso and Clarence Cliff. Very good links are made between art and design and other subjects. In Years 1 and 2, for example, pupils have used cellophane, tissue and skills of paper washing to make a collage of the lifecycle of a frog. In Key Stage 2, observational drawings of things that sink and float using charcoal, pastels and chalks have been used to reinforce pupils' knowledge and understanding of science, and historical knowledge has been enhanced through using crayon to create portraits of "Great Brits". In Year 6, pupils make very good use of pencils and crayons to explore ideas related to perspective and have created some excellent perspective drawings of a street. In association with visiting artists, some large three-dimensional straw animal adorn the entrance to the school and attract the interest of adults and children alike.
17. The standards in music are very high in comparison to national expectations by the end of Key Stage 2. This is because of the inspirational leadership provided by the head teacher for pupils to perform. During the inspection, as part of the family assembly, all pupils demonstrated very good quality singing and were supported by the school orchestra involving the excellent use of chime bars, glockenspiels and recorders and also African drums. The head teacher led everyone magnificently with his guitar before taking to the drums as other members of staff took over in leading with a guitar and piano. Pupils' singing is outstanding. They are confident, tuneful and have an infectious enthusiasm that reflects that of the head teacher. Pupils very competently sing in rounds and two parts.
18. The high level of performance in music is complemented by the way in which pupils in Year 6 perform in dance. Both boys and girls work together very well, under the excellent guidance of the class teachers, to devise and perform outstanding group dances representing fashion. In sport, pupils are very successful and the school teams have achieved considerable levels of success in local sporting competitions and events.
19. Pupils attain standards in both geography and history that exceed those expected for their age. By the end of Key Stage 1 pupils have developed a very good knowledge and understanding of the locality of the school and a good sense of place. By the end of Key Stage 2 they have successfully extended what they know by learning about the UK and other countries. In Years 3 and 4, pupils develop a very good knowledge and

understanding of how to locate places in the local area through the development of good map reading skills. The climate of the Earth is also looked at and, by constructing their own high quality weather books, pupils demonstrate a good knowledge of different geographical regions of the world, including equatorial rainforests, polar regions and temperate climates. By the end of Year 6, pupils have acquired a good knowledge and understanding of other cultures through the study of places such as Chembakoli in India as well as an understanding of the impact of people on the environment and the way the environment affects people's lives. In history, pupils develop very good skills of research and can use books and the computer very well to locate information. Throughout the school, very good use is made of educational visits and visitors. In Key Stage 1, good links with Warrington Museum provided pupils with Victorian Costumes that brought this era of the past alive for them. Regular visits are made to the nearby Norton Priory for educational re-enactments of events of the past, and in Key Stage 2 the priory is used as a resource for pupils to perform their own research. Some excellent resources and artefacts from World War II enthuse and inspire older pupils to develop a good knowledge and understanding of how people lived in the war years.

The quality of teaching is very good across the school, especially in English, mathematics and in the performing arts and this contributes to excellent attitudes and behaviour amongst pupils.

20. The quality of teaching and learning is a strength of the school and is very good overall. During the inspection a high level of excellent teaching was observed across the school. In the lessons observed during the inspection, a quarter of lessons were excellent, two thirds were very good and all of the remainder good. Lessons are exciting and stimulating and these factors contribute to pupils being very enthusiastic about their learning and to them working very hard with high levels of perseverance. The quality of teaching and learning has improved since the last inspection.
21. Teachers have a very good knowledge of what they teach which is demonstrated in the very good, and at times, exceptional way that lessons are presented, managed and organised. The teaching of basic skills of literacy, numeracy and information communication technology is very good and pupils are successfully encouraged to apply these skills to all aspects of their learning. Lessons are very well planned with clear learning objectives that are very clearly communicated to the pupils. The work that is provided for the children and pupils is usually challenging and inspiring so that pupils' attention is held and their enthusiasm harnessed so that they learn and work hard.
22. Throughout the school, the requirements of all pupils are very well catered for with good recognition of the need to challenge higher attaining pupils as well as to support and help those with special educational needs. To meet everyone's needs, excellent relationships between teachers and support staff and also a number of very skilled and committed parent and grandparent helpers ensure that very good support is given to specific groups in lessons. From the time children start school in the Reception classes and throughout the school a high quality of dialogue exists between teachers and pupils. The pupils' views are valued and teachers are skilled in using challenging questions and providing opportunities for pupils to speculate and express their own opinions. This positively develops pupils' self esteem and sense of belonging and helps them to tackle new challenges with confidence. The efforts made by teachers to display pupils' work and to reinforce learning are exceptional. The quality of displays around the school is extremely high and this creates a very stimulating and lively

environment throughout the school and reminds pupils that high standards of presentation are important and that their work is valued.

23. Because the quality of teaching is so good, and lessons so stimulating, pupils' behaviour is excellent. Pupils are never bored or given inappropriate work so they are always interested in what they are doing and keep to their tasks very well. Pupils have such high expectations of themselves and of others that it is rare for anyone to 'let themselves down' or to act in a way that does not fit the ethos of the school. Pupils are encouraged to learn to accept their own strengths and weaknesses, both in terms of their academic and personal development. Teachers very sensitively feedback to pupils how well they are doing and what they need to do in order to make progress. Very good use of homework is made throughout the school. The work is thoughtfully devised to supplement and extend what is going on in school as well as to promote independence and encourage the involvement of parents in their children's education.
24. Throughout the school pupils learn rapidly. They make very good progress in developing their knowledge and understanding of the world and increasing their understanding of how to interact with others so that everyone is valued and respected. Pupils are very productive and work at a very good pace. The quality of presentation of work is exceptionally high with very good standards of handwriting and attention to detail in their work. For example, pupils underline their work carefully and use pencils to colour rather than felt-tip pens. The abilities of the pupil govern the rate of progress rather than any arbitrary barriers or levels. For example, some pupils in Year 2 are already using ink pens because they have developed very good standards of handwriting. The use of such pens adds to the pupils' self esteem and confidence as well as setting high standards of presentation at a young age. The introduction of termly targets for pupils identifies how pupils can do better and they respond by showing determination to achieve the target as soon as they can. Throughout the school, pupils respond to teachers' high expectations for them to learn to work on their own and to make decisions for themselves. Pupils take personal responsibility for their learning, think independently and get actively involved in what they do.
25. In the Reception classes, the quality of teaching is outstanding because the two teachers and their support staff work very closely together to provide the children with a lively and stimulating education. From the beginning of their education, children establish very good relationships with each other and respond very positively to well organised and well managed classroom routines. Staff achieve a very good balance between practical activities and structured play activities so that children not only benefit from direct instruction to improve their basic skills but also to learn how to play and express their creativity and explore their own physical abilities. Children start school with average levels of attainment but the class teachers and support staff successfully build on the children's existing skills and knowledge and understanding. A particular strength of teaching is the way that very high expectations are made of children to think for themselves in learning. Very good use is made of discussion and conversation to develop the children's existing ideas and to extend and improve their vocabulary.
26. During a Reception lesson involving looking at aspects of the Queen's Jubilee, children responded very positively to the animated and lively manner of the class teacher as the story of "What Ever Next?" was shared with the group. In the follow up work, very well organised and challenging activities and the very good use of group books to support the activities ensured that everyone developed their knowledge and understanding of the story. The whole approach to learning in the Reception classes is one of stimulating the children so that they want to learn, coupled with using support staff very intelligently

so that very good levels of support are given to individuals and groups according to their needs. High quality of planning, that matches the Early Learning Goals, ensures that each area of the Foundation Stage is taught well. A very good start is given to the development of pupils' communication, language and literacy and pupils' mathematical development and knowledge and understanding of the world. The level of creativity promoted by teachers amongst pupils is very high in all that is done because teachers are very creative themselves in how they teach. For example, children have created some excellent paintings of their favourite animals in the style of Rachael Deacon and, as part of scientific work, children have tested different materials to find which is the best for a rocket connected to a Jill Murphy story. By the time children end the Reception class, the majority have achieved the Early Learning Goals and a higher than average proportion have exceeded them.

27. In Key Stage 1 and Key Stage 2, the quality of teaching of both literacy and numeracy is very good. The real meaning of reading and writing is taught by linking all work to the pupils' own lives and using all subjects for developing basic skills, for example, in reading, writing and measuring. From the time pupils start Year 1, they are given very well planned opportunities to learn to read and write independently and to develop good skills of handwriting and spelling. By the very good use of making simple books and presenting them very effectively in classrooms, pupils learn from a young age that books are real things that are used to communicate information to others. The process of making books features throughout the school and is a key factor behind the fact that pupils enjoy reading and make very good progress in writing. Numeracy is also taught well across the curriculum. For example, pupils in Years 1 and 2 are expected to measure how far a toy vehicle moves down a slope and to record the information accurately. In so doing, pupils demonstrate a good knowledge and understanding of measurement as well as good standards of counting and interpreting information. In Key Stage 2, the very good emphasis upon using books and creating their own books builds on the very good progress made in Key Stage 1. In a Year 3 and 4 history and English lesson the teacher had created her own imaginary 'letter' presented in book style to the pupils from the local eminent Victorian Industrialist John Hutchinson. As a result, the pupils' imaginations were captured and pupils became involved in mature discussions about the balance of arguments about whether the industrialisation of Runcorn has been positive or negative and applied excellent writing skills to produce their own letters. Similar relevance to life is made in the teaching of Numeracy by linking work to real life problems. For example, in Year 4 and 5 pupils looked at the problem of a tuck shop not selling enough apples and successfully explored the data involved by creating graphs and using the computer.
28. There are particular strengths in the teaching of the creative and performing arts elements of the curriculum. The quality of teaching and learning is particularly good in art and design, design and technology, music, aspects of physical education and also drama. Teachers have strong creative strengths and set high expectations for pupils to think for themselves and to perform in front of others. In one art and design lesson, pupils in Key Stage 1 were expected to look at the work of Picasso and the significance of cubism in art. Through the very good organisation of the groups in the lesson and the very good quality adult support, pupils used a Picasso print as a stimulus to create a range of high quality pieces of work. These included very good textile collages, very detailed observational sketches and the use of the computer to create designs based upon the painting. Pupils sing with enormous enthusiasm during whole school assemblies. Many pupils, including those with special educational needs, perform confidently in the school's orchestra. Teachers make very good use of material to stimulate drama. By using sepia photographs of historical events in industrial Widnes, pupils worked very hard to successfully organise themselves to create and perform an

enactment of what it might have been like to be a worker in a Victorian factory. Pupils in Year 6 respond very well to the excellent guidance and leadership of their teacher in order to work in four groups to create a dance based upon the contemporary music, 'fashion' in preparation for their Leavers assembly. In so doing the teacher showed a very good subject knowledge and excellent skill of managing pupils, resulting in everyone, boys and girls, working together to create very good pieces of dance and movement.

Excellent provision is made for pupils' spiritual, moral, social and cultural development.

29. The school's provision for the development of pupils' spiritual, moral, social and cultural development is quite outstanding. The head teacher is the key person in providing such a good provision. This is because of his excellent leadership qualities and the way in which he has created a very strong ethos of care and commitment amongst staff and pupils.
30. The school encourages pupils' spiritual development across all of its work. Pupils are given a wide range of opportunities to express their own views and to explore the values and beliefs of others. Opportunities are built into the life of the school for pupils to understand their own feelings and those of others and to learn how everything that they do has an impact on everyone around them. Within a strong Christian ethos, the school encourages high levels of tolerance of others and instils amongst pupils an appreciation that others might have equally valid but different beliefs and views from their own. The very high quality display of pupils' creative efforts fills the school and creates a sense of spirituality for everyone. The outstanding quality of art and the standard of pupils' stories create a sense of awe and wonder within the school environment and encourage an appreciation of beauty and a sense of mystery. The high quality of teaching challenges pupils to consider the possibility that in our society people may be being rather greedy by displaying too much self-interest. The whole school assemblies are very well organised so that pupils are made aware of the needs of others and the high quality of singing and contributions from the school orchestra creates a very strong sense of harmony and sense of togetherness amongst everyone in the school community.
31. The school's very clear code of conduct successfully promotes amongst pupils a clear knowledge and understanding of the difference between right and wrong. The head teacher and staff strive very hard to successfully promote racial and religious tolerance. Through structures established in the school, such as the School Council, pupils are given the opportunity to express their own views and get involved in some elements of moral decision making. As part of the work on raising pupils' awareness of the Act of Human Rights, Key Stage 2 pupils expressed their own views about the way so many people in the world still lack basic rights of food, a home and safety. Pupils very maturely know the difference between desires and needs. In discussion, many pupils stated that their needs, for example, to go on holiday abroad or to have the correctly labelled pair of trainers, were not important when compared to the basic needs of many people both in our society and those in developing countries. Teachers treat pupils with respect and value their opinions and provide very good models for pupils in developing their own views about fairness, integrity and respect for others. Because pupils are listened to, they are developing good ways of resolving arguments that may occur with others. The levels of trust established between pupils and teachers and amongst pupils are very high and reinforce the whole idea of trust and honesty being crucial in all that the pupils do. Activities that involve pupils in the local environment, such as the planting

of “St Bert’s Wood”, a woodland project funded by Lord Sainsbury and the transplanting of yew trees from Norton Priory, offer pupils the opportunity to become aware of the moral duty people have to the natural environment. This is further promoted when pupils are encouraged to participate in the twice yearly, ‘Norton Clean Up Campaign’ in conjunction with the Woodland Trust. The needs of children less fortunate than themselves are paramount in the way the school approaches many moral and social issues. Pupils are asked to get involved in the collecting for others, for example, over 100 boxes are collected for “Operation Christmas Child”.

32. Excellent provision is made for promoting pupils’ social skills. The very good quality of teaching consistently encourages children from when they start school to work with others with tolerance and sensitivity. A strong sense of community is created through the inclusive nature of all that the school does. Key events, such as the weekly assemblies to which parents are invited, create a feeling of community. In lessons, pupils are often expected to work in groups, although individual and paired activities are also valued and promoted. The contribution of the school’s commitment to attending residential visits is a very significant factor in the school’s excellent provision for pupils’ social development. Each Year group from Year 2 to Year 6 goes on visits to a range of venues. Excellent relationships are fostered amongst pupils and the fact that all staff participate, develops a close bond between pupils and adults. These visits not only broaden the experiences of pupils but also provide an opportunity for pupils of all abilities to develop other interests and also to gain a sense of success. Each summer, all pupils from the school and many parents go for a day out. For example, last year, eight coach loads went to Chester Zoo. The School Council offers pupils the opportunity to learn about democratic processes through their involvement in discussions and also by regularly participating in classroom debates. Many opportunities are provided for pupils to take responsibility through a wide range of jobs and duties in lessons and throughout the school. A very good system that is well established in the school is the way older pupils in Key Stage 2 support and help pupils in Year 1 with reading and participate in shared reading activities, thereby building good relationships between older and younger pupils. Very good links with a local school educating handicapped pupils extends the social skills of pupils. Each week a mini-bus of children spend the afternoon in ‘St Berts’ and pupils mix and learn about each other.
33. The school takes great pride in the way it works to improve and broaden the pupils’ knowledge and understanding of their own culture and those of others, both in the pupils’ community and further afield. The head teacher and staff operate a strong anti-racist policy and successfully provide pupils with a curriculum that develops their tolerance and understanding of those who are different to themselves. Local culture and British culture is very well promoted through the excellent use of educational visits and through the broad range of activities provided through the curriculum. In addition to the very good work on the local area promoting a good knowledge of the culture of Runcorn and Widnes, pupils benefit from the school’s links with a wide range of international charities and religious groups. Christian festivals are celebrated in some imaginative ways. This year, for example, pupils participated in egg rolling activities. Close links with a range of charity organisations, such as UNICEF, Christian Aid and CAFOD, broaden pupils’ knowledge and understanding of other cultures and very good provision within art and design and music educates pupils about the art and music of a wide range of cultures. There is a good range of musical instruments from ethnic minority cultures and pupils are familiar with these and the features of different styles of music. The school’s cultural values are very well supported through displays of posters that feature the lives of people from other cultures. Each year the school has a fair-trade week that highlights for pupils the issues of unfair trading practices existing in

world trade. The school has good links with a wide range of charities that is used to widen the pupils' awareness of the needs of others.

The curriculum is exciting, stimulating and relevant to the lives of pupils and successfully links the skills of literacy, numeracy and information and communication technology across the curriculum.

34. The curriculum for the Foundation Stage is of a very high quality. It complies with the recommendations of the Early Learning Goals and ensures that children make a good start to their education. In Key Stages 1 and 2, the curriculum meets statutory requirements and religious education is taught in accordance with the Locally Agreed Syllabus. The curriculum is very well planned so that all subjects are used to develop and extend the basic skills of information communication technology, literacy and numeracy. There are strengths in the arts, including the performing arts of dance, drama and music.
35. Whilst the National Curriculum is taught effectively and the national strategies of literacy and numeracy have been very successfully introduced, the school has still maintained an integrated approach to the way the curriculum is planned and taught. This means that wherever possible, subjects are linked together. For example, as part of a history lesson, pupils improved their knowledge and understanding of how to set out and write a letter to a Victorian industrialist. The way subjects are linked gives meaning to what pupils learn and enables them to apply their basic skills to a wide range of different contexts. High expectations are made for pupils of all ages to take responsibility for their own learning.
36. The curriculum is enriched through a very good range of visits and visitors. Pupils from Year 2 upward benefit enormously from an annual residential visit as well as educational visits to nearby places of interest. These visits develop their knowledge and understanding of the world around them and frequently inspire and stimulate pupils to want to learn.
37. The school makes very good provision for pupils' personal, social, health and citizenship education. Pupils are encouraged to put healthy eating high on their agendas and the school does not allow sweets in school. Close links with parents are used to encourage and advise the provision of healthy eating lunches. The school regularly has healthy eating weeks and also focuses on issues such as dental hygiene, healthy hair and how to keep fit. The school has planned a 'Skipathon' aimed at raising pupils' awareness of how to maintain a healthy heart as well as raising funds for the National Heart Foundation. There is a full sex education programme throughout the school.
38. The school makes very good provision for extra-curricular activities. Staff and some parents give up a lot of their own time to provide pupils with wide range of opportunities to extend the curriculum provided by the school. Pupils have many opportunities to participate in musical activities, join in with the clubs for mathematics, art, drama, Spanish, recorder and homework. A wide range of sporting activities is offered including athletics, cross-country, swimming and team games, such as netball and soccer. The excellent provision for residential visits extends pupils' knowledge and understanding of the environment and develops their outdoor physical skills, for example, climbing, sailing and orienteering.

The provision for pupils' welfare and personal and academic support is excellent

39. The school makes excellent provision for the support and guidance of its pupils, for their welfare and for their personal and academic support. The school has developed effective and manageable ways of assessing pupils' attainment and for tracking their progress across the school. All groups of pupils, including higher attaining pupils and those with special educational needs, are identified at a young age so that their needs can be met. Individual targets are set for pupils and are used to monitor their progress. Pupils with special educational needs are well known by all staff and support is deployed appropriately in accordance with their individual education plans. Where necessary the school activates good levels of intervention to improve the progress and attainment of different groups and individuals.
40. There are very good procedures for monitoring attendance and good behaviour. The strong ethos of care and support that pervades the school creates a warm and secure environment for pupils and this encourages them to work hard and try their best. Strong teamwork between teaching and all educational support staff ensures that pupils know exactly where they stand and how to behave and treat others. Although there are policies to guide staff in dealing with unacceptable behaviour, these systems are rarely needed because pupils respond so well to the care and affection the school provides. Pupils know that they are liked, that what they do is valued and that they will never be ridiculed or criticised and, as a result, they do their best. Pupils want to do well for their teachers and this reduces incidents of misbehaviour to the minimum.
41. Pupils' personal and academic achievements and progress are valued through the excellent 'Process Book' system that involves pupils from the earliest of ages presenting work of the highest possible standard. These books continue throughout the child's time in school and by the end of Year 6, they and their parents, have an excellent record of the progress they have made throughout the school. If a pupil has personal difficulties, staff are very approachable and pupils know that confidentiality will be maintained. The head teacher is greatly respected by all pupils and if anyone has a concern that they need to share, then the existence of, 'Mr Mac's Post Box', into which they can post anything concerning them, can be used as a secure and confidential way of asking for help.
42. The provision for pupils with special educational needs is very good. The individual education plans are sufficiently detailed to guide teaching and the procedures for establishing and reviewing pupils' statements of special educational needs are very good. The school has very good links with outside agencies to support pupils when necessary. One dedicated member of the support staff offers daily sessions for pupils with physical difficulties. Her training and knowledge and understanding of occupational therapy provide these pupils with invaluable support so that they can integrate fully in all aspects of school life.

The school very successfully involves parents and the local community in the pupils' education.

43. The school has excellent links with parents and the local community and these enhance the quality of education provided for pupils. The head teacher and staff are easily accessible to parents at the start and end of the day so that minor concerns can be dealt with. Parents rate the school very highly and are extremely pleased with the opportunities it provides for them to get involved in the education of their children. The

quality of homework is very good and offers parents the opportunity to help their children and get to know what they are doing in school.

44. The quality of communication with parents is very good. Excellent newsletters and information sheets keep parents informed about what is going on in school. When children start school in the Reception class, very good opportunities are provided for parents and children to get to know the school prior to starting and some excellently presented pieces of information are given to parents to provide essential information. There are excellent procedures for involving parents in assessing their own children's skills prior to starting school through the completion of an 'I can Chart'. This chart provides valuable information about the strengths and weaknesses of children. In Key Stage 1 and Key Stage 2, the annual reports of individual progress are very well written and provide a very good insight for parents into the qualities and the academic achievement of their children. The rapidly developing process of sharing children's termly targets for improvement is strengthening the quality of links with parents even further. The welcoming, 'open door' policy of the school is supported by the regular praise assemblies that are attended each week by parents. The school offers a regular programme of events to inform parents about what is going on in the school. There have been curriculum evenings focusing on handwriting, literacy, numeracy, reading and drugs education in addition to regular consultation evenings. These initiatives boost the ability of parents to get involved in their children's education. The school values the involvement of parents in school life.
45. The school has many and varied links with the local community. The immediate community is welcomed into the school. Grandparents regularly help out in class and pupils benefit from being with a wide range of other visitors from the community. The school gets involved in a wide range of community events that benefit pupils' attitudes and levels of personal development. The "Norton Clean Up Campaign" and events, such as tree planting in the locality and the annual walk to school week, build good relationships with the community. Good links with secondary schools ease the transition for pupils moving from Year 6 to Year 7. Close links with local special schools enhance the pupils' knowledge and understanding of children with needs different from their own. The school has very good links with support agencies which have a positive impact on its provision for pupils with special educational needs. Work experience students and student teachers regularly work in the school and this broadens the children's knowledge and understanding of other adults. The school has excellent links with churches and museums in the locality that are used to enhance pupils' learning.

WHAT COULD BE IMPROVED

46. The school has no significant weaknesses.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. There are no significant weaknesses in the school and therefore no areas for development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	19	2	0	0	0	0
Percentage	25	68	7	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 3 percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	294
Number of full-time pupils known to be eligible for free school meals	N/A	30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	5
Number of pupils on the school's special educational needs register	N/A	53

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.7
National comparative data	5.6

School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	24	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	20	23
	Girls	21	22	22
	Total	43	42	45
Percentage of pupils at NC level 2 or above	School	91 (88)	89 (82)	96 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	20
	Girls	22	22	22
	Total	42	43	42
Percentage of pupils at NC level 2 or above	School	89 (68)	91 (76)	89 (91)
	National	85 (84)	89 (88)	91 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	24	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	16
	Girls	20	21	23
	Total	33	37	39
Percentage of pupils at NC level 4 or above	School	79 (81)	88 (86)	93 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	17
	Girls	20	20	22
	Total	33	36	39
Percentage of pupils	School	79 (70)	86 (78)	93 (86)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	294
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.1
Number of pupils per qualified teacher	24.29
Average class size	29.4

Education support staff: YR– Y6

Total number of education support staff	6
Total aggregate hours worked per week	112.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	610328
Total expenditure	598826
Expenditure per pupil	2036
Balance brought forward from previous year	20608
Balance carried forward to next year	32110

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	1.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.9

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

294

Number of questionnaires returned

194

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	16	2	2	2
My child is making good progress in school.	68	16	8	6	2
Behaviour in the school is good.	82	12	2	2	2
My child gets the right amount of work to do at home.	64	26	4	4	2
The teaching is good.	76	22	2	0	0
I am kept well informed about how my child is getting on.	82	14	2	0	2
I would feel comfortable about approaching the school with questions or a problem.	74	20	2	4	0
The school expects my child to work hard and achieve his or her best.	56	32	8	2	2
The school works closely with parents.	70	24	2	2	2
The school is well led and managed.	88	4	2	2	4
The school is helping my child become mature and responsible.	76	18	2	2	2
The school provides an interesting range of activities outside lessons.	56	26	4	4	10